

Educational package

Dear Kitty

Teacher's guide
for the film

Where is Anne Frank



In partnership with





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Introduction

The animated film *Where is Anne Frank* tells from a new perspective the history of the German-Jewish girl Anne Frank who kept a diary while in hiding in Amsterdam during World War II. The diary, which was published two years after her death in 1945 in the Bergen-Belsen concentration camp, has become world famous.

With her diary, Anne Frank gives a voice and face to the six million Jews, including one and a half million children, who were murdered during World War II only because they were Jewish. “One single Anne Frank moves us more than the countless others who suffered just as she did, but whose faces have remained in the shadows. Perhaps it is better that way: if we were capable of taking in the suffering of all those people, we would not be able to live”, is what the Italian Holocaust survivor and author Primo Levi wrote about Anne Frank.

Through the diary, Anne Frank has become a world-wide symbol for the victims of racism, antisemitism and fascism. Her history is not only about the past, but is also history for today given that the questions Anne Frank asked herself in her diary as a teenager are still highly relevant and topical today, for adults and young people alike: “Why, oh, why can't people live together

peacefully? Why all this destruction?” Above all, however, Anne's dreams are what live on. Despite the difficult circumstances in which she lived and wrote, Anne Frank dared to keep dreaming. Not only about her own future, but also about a better world: more humane and just. She was convinced that everyone could contribute to this.



Kitty, Anne's imaginary friend.

The main character in the animated film *Where is Anne Frank*, who connects the past with the present, is Kitty, the imaginary friend to whom Anne Frank wrote her diary in the form of letters. In the film, this “Dear Kitty” steps out of the

diary, comes to life and takes the viewers on her quest to discover the story of Anne Frank and the meaning of her diary. In the process, not only historical topics such as the rise of National Socialism, life in the Secret Annex and the history of the Holocaust are discussed, but also current topics such as human rights and refugees.

Where is Anne Frank introduces students aged 12 to 18 to Anne Frank's history and its significance for today in a contemporary way. The film offers teachers many opportunities to highlight both historical and current themes in the classroom.

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This teacher's guide provides you with the necessary tools: a preparatory lesson, a lesson to discuss the film and four detailed thematic follow-up lessons for you to choose from if required. The film and the lessons are accompanied by extensive background information and ready-to-use worksheets with information, questions and assignments. This allows you and your students to get started right away without much preparation.

READER'S GUIDE

Part 1 contains both the film's storyline and a comprehensive summary, which you can read in preparation for your classes.

Part 2 provides background information on each of the main themes covered in the film, which you can use to prepare your lessons.

Part 3 contains a comprehensive step-by-step description of six lessons.

Part 4 includes worksheets and information sheets for each lesson that your students can use in class.

PRACTICAL INFORMATION

- Animated film, duration: 90 minutes
- Suitable for students aged 12 to 18 years
- Themes: the history of Anne Frank and her diary, the Holocaust, human rights, and refugees
- Subjects: history, social studies, political science, literature
- Preparatory lesson, a lesson to review the film, and a choice of four thematic follow-up lessons
- Get started right away without much preparation!

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1 Content of the film

Storyline in brief

The present and the past alternate in the animated film *Where is Anne Frank*. The viewer follows two storylines. Firstly, there is the story of Kitty, the imaginary friend to whom Anne Frank addressed her diary in the form of letters. This Kitty comes to life in the Anne Frank House in the present and goes in search of Anne Frank and her history. She does this together with Peter, a boy she meets in the museum who is actively involved with refugees in Amsterdam.

This quest is interspersed with flashbacks about the lives of Anne Frank and her family, covering the period before they went into hiding, the German occupation of the Netherlands, life in the Secret Annex, and the last seven months in the concentration camps.

Secondly, there is the story of Ava and her family, refugees from Mali, who are living in contemporary Amsterdam with another group of refugees. They are in danger of being deported from the Netherlands, but Kitty and Peter try to prevent this.

Extended summary

The film begins in the current Anne Frank House on Prinsengracht in Amsterdam, the former hiding place of Anne Frank and seven other people. Since 1960 it has been a much-visited museum. Suddenly, words emerge from Anne Frank's original diary on display in the museum to form the character of a girl: Kitty, the imaginary friend to whom Anne Frank addressed her diary in the form of letters, comes to life. The last time Anne Frank wrote to Kitty in her diary was on August 1, 1944, three days before the people in hiding were arrested. Kitty has no idea what happened after that. At the museum, Kitty searches for Anne Frank and does not understand where her friend and the other inhabitants of the Secret Annex have gone. The museum visitors cannot see Kitty, because as long as she stays within the museum walls she is invisible.

Through flashbacks and conversations between Kitty and Anne Frank, the viewer learns about Anne Frank's history. On Merwedeplein in Amsterdam, where the



Anne (left) and her friend Kitty.

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Frank family lived from their emigration from Nazi Germany in 1933 until they went into hiding in 1942, Anne received a diary as a gift for her thirteenth birthday. She hoped it would become her friend. At the time, Holland had been occupied by Nazi Germany for two years and the Jewish population was suffering as a result of the many anti-Jewish measures. Four weeks prior to this, Anne Frank had to start wearing a yellow star on her clothes. Three weeks after her birthday, on July 5, 1942, her sister Margot received a summons for a “labour camp” in Germany, which was the immediate reason for the family going into hiding in the Secret Annex at Prinsengracht 263, where her father’s company Opekta was located.

In the current Anne Frank House, Kitty does not leave it at that. In the museum she meets Peter, who is committed to helping refugees. Under the watchful eye of the museum’s security guards, Kitty and Peter steal the original diary from the display case and flee into the streets. Outside the museum, Kitty is not invisible, but an ordinary girl of flesh and blood. While the police are looking for her, Kitty moves around Amsterdam trying to discover the history of Anne Frank. She comes across a bridge named after Anne Frank and a theatre staging a play about Anne Frank; Kitty encounters



Kitty talking to Peter, who helps refugees.

her friend Anne’s name everywhere. In a library, Kitty finds Anne Frank’s published diaries and compares the text with that of the original diary. When a librarian tells her about the

fate of Anne Frank and the other people in hiding, Kitty bursts into tears. As Kitty reads about what exactly happened to Anne after she went into hiding in a book she brought back from the library, viewers see that history for themselves: how the people in hiding in the Secret Annex were discovered and arrested after 25 months, their imprisonment in the Westerbork transit camp in the Netherlands, followed by deportation to the Auschwitz-Birkenau death camp and Bergen-Belsen concentration camp where Anne Frank and her sister Margot died in 1945. During her quest, Kitty and Peter eventually end up in present-day Bergen-Belsen, where they find the symbolic tombstone commemorating Anne and Margot Frank’s death.

Back in Amsterdam, the police are on Kitty’s heels because of the theft of the diary. Together with Peter, she arrives at a warehouse, where a group of refugees are hiding and at risk of being sent back to Spain. Among them is Ava, a young girl who, together with her family, fled from war and violence in Mali after their village was burned down. With other refugees, they crossed the Mediterranean Sea in a crowded boat and ended up in Spain. After a long journey, they arrived in Amsterdam. Kitty and Peter want to prevent the refugees from being sent back to Spain. This is because European regulations state that refugees can only apply for asylum in the first country of arrival in the European Union. Kitty agrees to return the original diary of Anne Frank that she took from the museum to the police only on the condition that the refugees are allowed to stay in the Netherlands. If not, she threatens to throw Anne Frank’s diary into a fire. The police then call various Dutch authorities, who eventually grant the request, allowing the refugees to stay in the Netherlands. Kitty then returns the diary. At the end of

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the film, Kitty dissolves back into the words and letters from which she was created at the beginning of the film.

Fact or fiction?

Where is Anne Frank is neither a documentary nor a dramatised documentary, but a feature film. The essential difference between the two genres is that a documentary is based on reality and a feature film on fiction. A documentary involves real events, activities and conversations, while a feature film involves imaginary ones. Even if the film is based on a true story, the makers of a feature film have the creative freedom to include imaginary events, characters and situations.

The animated film *Where is Anne Frank*, which a large team of historians and researchers worked on, is a feature film based on the history of Anne Frank and her family and the world in which she lived. The film is a combination of fact and fiction. For example, the film makes extensive use of Anne's descriptions in her diary. However, the filmmakers took the creative liberty of depicting and bringing Anne Frank's history to life. For although Anne Frank, for example, described in detail the events in the Secret Annex, it is not known how those events took place, what the scenes looked like or which dialogues took place. An example of this can be seen in the house rules of the people hiding in the Secret Annex, which were humorously written as if they related to a stay in a hotel and which Anne recorded in her diary. The makers of the feature film took advantage of Anne's imagination and added images. The result is a luxurious hotel set in the Alps. As not all events can be covered in the film, the story is sometimes condensed. For example, when the Frank family arrives



In her diary Anne imagined the Secret Annex as a hotel.

at the Secret Annex on July 6, 1942, the film shows the bookcase concealing the entrance to the hiding place. In reality, the bookcase was not installed until several weeks later.

The story of Kitty, the imaginary friend from the diary, and the conversations she has with Anne Frank are, of course, fiction. This also applies to the role of Peter with whom Kitty undertakes her search for Anne Frank in the present day. For the sake of the story, various fictional elements and scenes have been added to the film. For example, the film mentions an Anne Frank bridge and an Anne Frank library in Amsterdam, which do not exist in reality. Although the story of the refugee Ava, her family and the other refugees in the film is also made up, it contains many elements that refugees in Europe face.

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The life of Anne Frank and her family

Emigration from Nazi Germany

Anne Frank was born into a Liberal Jewish family in the German city of Frankfurt am Main on June 12, 1929. She was the second daughter of Otto Frank and Edith Frank-Holländer. Her sister Margot was more than three years older than Anne. Otto Frank grew up in Frankfurt, studied in Heidelberg, did an internship in New York, and enlisted in the army during World War I. He was promoted to the rank of lieutenant and was decorated for bravery. After the war he worked for his family's bank, which ran into financial troubles due to the difficult economic situation in Germany and the economic crisis of 1929. Edith Frank-Holländer was born and raised in Aachen, near the Dutch border. She came from a well-to-do family, learnt French, English and Hebrew, and after high school worked for a short time in the family business; a successful wholesale company dealing in machinery, metals and rags.

The family lived in Marbachweg, in a suburb of Frankfurt, and experienced happy years there. The Frank girls played a lot in the garden with the neighbourhood children, who did not all have the same background, and were curious about the occasions the other families celebrated. Margot, for example, was invited to the communion party of one of her friends, and when the Frank family celebrated Hanukkah, the neighbourhood children gladly joined in.

However, the rise of Adolf Hitler's National Socialist German Workers' Party (NSDAP) worried Otto and Edith Frank greatly. Especially when, in the summer of 1932, groups of the *Sturmabteilung* (SA) paramilitary wing marched through the streets of Frankfurt chanting, "When the blood of the Jews splashes off the knife, things will go well again." In July of that year, the NSDAP became the largest party in Germany in the elections with over 37% of the vote. Otto and Edith wondered whether there was still a future for them in Germany now that there were open calls for violence against Jews. A year later, after Adolf Hitler had attained power in late January 1933, Otto's brother-in-law Erich Elias who lived in Switzerland came up with a solution. Otto Frank was given the chance to start an independent branch of Opekta Werke in Amsterdam, a company selling pectin, a gelling agent for jam-making.

A new beginning in Amsterdam

In Amsterdam, the Frank family moved to Merwedeplein, a newly built neighbourhood on the south side of the city, where other German-Jewish refugees also found a safe haven. The Franks were lucky, because in 1933 it was still relatively easy for German Jews to

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escape to the Netherlands. Those with sufficient means of subsistence and valid travel documents were admitted. About 4,000 of the estimated 51,000 Jews who fled Nazi Germany in 1933 settled in the Netherlands. But in the years that followed, stringent laws and regulations made this increasingly difficult and the Netherlands, with a few exceptions, closed its borders.

In Amsterdam, the Frank family had to create a new existence. Otto Frank worked hard and put in long hours to build up his business. The Frank girls quickly adapted to their new surroundings. Margot attended a public school, and Anne a Montessori school, both within walking distance of Merwedeplein. They learnt Dutch, made new friends, played outside, cycled, skated and went to the local swimming pool. They enjoyed their new life in Amsterdam. For Edith Frank, who spent a lot of time at home alone, things were different. She regularly felt homesick for Germany. Whenever she could, she visited her mother Rosa and brothers Walter and Julius who lived in the German city of Aachen. However, like her daughters, Edith also made new friends, most of whom were Jews who had fled Nazi Germany.

Jewish life

Edith, from a practising, traditional Jewish family, regularly visited the Liberal Jewish synagogue in Amsterdam. She occasionally helped with the children's activities there. The Frank family were Liberal Jews, which meant they were less strict in their observance of Jewish laws and rituals. On Friday evenings the Franks often went to visit German-Jewish friends for a meal together, and they also celebrated many Jewish holidays.

While Jewish tradition meant little to Otto, probably because it had played no role in his upbringing, the situation was different for Edith, who had inherited Jewish traditions from home. Margot was more like her mother than Anne in her interests. From 1937 onwards, Margot cycled to Hebrew classes every week with a friend and three years later became a member of the Zionist youth club, *Makkabi Hazair*. Anne later wrote in her diary that Margot would like to become a nurse in Palestine. Anne Frank also attended Hebrew classes for some time in 1940.

Developments in Nazi Germany

While the Frank sisters were enjoying their new life and freedom in Amsterdam, Otto and Edith kept a close eye on developments in Nazi Germany. They were always very concerned about family and friends who had stayed behind. This was especially the case when news of *Kristallnacht* (Night of Broken Glass), an anti-Jewish pogrom organised by Nazis on the night of November 9 to 10, 1938, reached them. It was the worst escalation of terror since the Nazis had come to power. Across Nazi Germany, thousands of Jewish homes, shops and synagogues were destroyed and set on fire, about 100 Jews were murdered, and several tens of thousands of Jews were imprisoned in concentration camps. This pogrom was called *Kristallnacht* because of the many shards of glass that littered the streets afterwards. Edith's brothers Walter and Julius were also arrested, but Julius was released because he was a war veteran. Walter was deported to the Sachsenhausen concentration camp, near Berlin. Both brothers eventually managed to escape to the United States. Their mother Rosa remained unharmed and, because Otto and Edith had already

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applied for a residence permit for her in the Netherlands, she was able to move into their home on Merwedeplein. She died in Amsterdam in 1942, six months before the Frank family went into hiding.

Moving on?

“Maybe we too will move on”, wrote Edith Frank in December 1937 to a Jewish acquaintance who had fled to Argentina. She added that she and Otto did not yet have a concrete plan. That changed in the course of 1938 when Otto Frank travelled to the American consulate in Rotterdam to apply for emigration to the United States. The exact date is unknown, but there was probably a connection with the turbulent developments in Europe. In that year, not only did *Kristallnacht* take place, but Nazi Germany also annexed Austria and the Sudetenland. However, two years later, before Otto Frank's application for emigration was processed, the inner city of Rotterdam, including the American consulate with the administration department, went up in flames and was completely destroyed by fire after the German bombing of Rotterdam on May 14, 1940.

The German invasion: anti-Jewish measures

The shock was great when German armies invaded the Netherlands on May 10, 1940, and four days later the inner city of Rotterdam was completely destroyed by a bombing raid. The Netherlands capitulated. After the initial distress, daily life seemed to return to normal. Despite the first anti-Jewish measures soon taking effect, Anne Frank and her sister Margot were not immediately affected. However, that changed on January



1933: Nazi boycott of Jewish businesses.

7, 1941, when Anne, who loved films, was no longer allowed to go to the cinema as a Jew. That same month she was also banned from the ice rink, where she took skating lessons. One of the most drastic measures was that

Jewish children were no longer allowed to go to the school of their choice. After the summer of 1941, Anne and Margot had to attend a Jewish school with only Jewish students and teachers. Anne described the avalanche of measures later, on June 20, 1942, in her diary, although not in chronological order.

“Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use streetcars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3.00 and 5.00 p.m.; Jews were required to frequent only Jewish-owned barbershops and beauty salons; Jews were forbidden to be out on the streets between 8.00 p.m. and 6.00 a.m.; Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8.00 p.m.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc.”

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Step by step, the net around Jews in the Netherlands tightened. Jews were registered through the anti-Jewish measures, isolated from the rest of the population, robbed of all their income and possessions, and eventually deported.

With the help of his brothers-in-law in the USA and a good American friend, Otto tried to escape to the USA with his family. The attempt, however, failed, partly because of the enormous bureaucracy.

A diary as a gift

Despite the difficult circumstances facing the Frank family and other Jews in the Netherlands, Anne Frank's thirteenth birthday was lavishly celebrated. One of her favourite presents was the red checked diary her parents gave her. Anne began writing in it that very day: "I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support." Although Anne Frank had loving parents, a kind sister and many friends, there was not anyone to whom she could confide everything. Hence, she wanted her diary to be that good friend and gave her a name: Kitty. However, Anne Frank was too busy as a teenager to do much writing. She played table tennis with friends, ate ice cream in the neighbourhood at the only two ice cream parlours where Jews were allowed, and met up with her new boyfriend Hello Silverberg, with whom she walked around the neighbourhood. At this stage she had no idea that her life was suddenly going to change completely.

The summons for Margot

On Sunday, July 5, 1942, a Dutch policeman rang the doorbell of the Frank family's residence and delivered a letter by registered mail for sixteen-year-old Margot Frank. Margot was among the first group of Jews in the Netherlands to receive a summons to report for a "labour camp" in Germany. This marked the beginning of the deportation of Jews from the Netherlands to concentration and extermination camps in "the east". Many Jews were shocked, panic-stricken, and faced with a great dilemma: should they go or not? Some believed the Nazi lie, while others wanted to go into hiding, which was very difficult. Hiding was punishable and usually cost money that many did not have. There was also the question of how to find a hiding place and people you could trust. Fortunately, Otto had already set up a hiding place in the Secret Annex on his business premises in Prinsengracht in the centre of Amsterdam as a precaution. To avoid any risk, the Frank family decided to go into hiding early the next morning. When Anne Frank heard this, her diary was one of the first things she put in her bag.

The helpers

The Frank family was only able to go into hiding because four office workers from Otto's company were willing to take care of them at the risk of their own lives. The helpers were Miep Gies, Bep Voskuijl, Johannes Kleiman and Victor Kugler. Bep Voskuijl's father helped by making the bookcase to conceal the entrance to the Secret Annex, and Jan Gies, Miep's husband, also lent his support.

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The helpers provided food, clothing, books and all other necessities. This was a difficult task because many items were scarce during the war. They also brought the people in hiding the latest news and provided them with regular encouragement. The helpers had to be extremely careful as it was imperative that the other employees, such as those working in the company warehouse, did not notice anything (see also: The arrest, page 13).

The other people in hiding

Otto Frank prepared to go into hiding with Hermann van Pels, who had fled the German city of Osnabrück to Amsterdam with his wife Auguste and son Peter in 1937. Hermann had joined Otto's second company Pectacon, which traded in spices and herbs and was situated in the same building as Opekta. The German-Jewish Van Pels family, who lived near Merwedeplein, became friends with the Frank family and visited them regularly. On July 13, 1942, one week after the Frank family, the couple went into hiding in the Secret Annex, together with their fifteen-year-old son Peter.

The last person in hiding was the German-Jewish dentist Fritz Pfeffer. A month after *Kristallnacht*, in December 1938, he had fled from Berlin to Amsterdam with his non-Jewish lover Charlotte Kaletta. Like the Van Pels family, they had become friends with the Frank family. Fritz went into hiding in the Secret Annex on 16 November 1942 and shared a room with Anne Frank.

Life in the Secret Annex

There were strict rules because it was imperative that the employees in the warehouse, visitors to the company and neighbours did not notice the eight people hiding in the Secret Annex. The building was not at all soundproof, which meant that the people in hiding had to be completely silent during working hours, could not wear shoes, and were not able to use any water. During the day they read a lot, and Anne, Margot and Peter spent a large amount of time studying. In the evenings, the people in hiding had more freedom of movement and often listened to the radio.

However, there was always the fear of discovery. And that moment came very close in April 1944 when the business premises were broken into. It was hard being cooped up with eight people and never being able to go outside, especially as the months in hiding went on. The pressure of the circumstances meant that tension and arguments regularly arose. Anne missed her friends, yearned for freedom, laughter, cycling and dancing, and often felt like a caged bird in the Secret Annex. Anne and Peter got to know each other increasingly well, talked a lot and fell in love in the spring of 1944. They hugged, kissed and found comfort in each other. However, after a while, Peter turned out not to be the boyfriend of Anne's dreams and she withdrew from him.

During her time in hiding, Anne Frank wrote in her diary. When her red-checked diary was full, she continued writing in notebooks (for more information see: The history of the diary, page 14), wrote more than 34 short stories, and also had a 'Beautiful quotes notebook', in which she wrote down inspiring sentences

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and texts. On August 1, 1944, she made her last notes in her diary; three days later the people in hiding were discovered.

The arrest

On August 4, 1944, 25 months after the Frank family went into hiding on July 6, 1942, the people in hiding were discovered. Dutch henchmen led by *SS-Hauptcharführer* Karl Silberbauer entered the business premises, opened the revolving bookcase and found the eight people hiding in the Secret Annex. They had to turn in their valuables, such as money and jewellery. To remove items from the premises, Silberbauer emptied a briefcase onto the floor; it contained the diary papers Anne kept in her father's bag. Helpers Victor Kugler and Johannes Kleiman were also arrested; the two female helpers were left untouched. After the arrest, the two women found Anne's diary papers on the floor of the Secret Annex. Miep Gies kept the papers in a desk drawer with the intention of returning them to Anne later. Victor and Johannes ended up in the Amersfoort concentration camp. Johannes Kleiman was released after a short time due to his poor health, and Victor Kugler managed to escape in March 1945.

Betrayal

One of the most frequently asked questions about Anne Frank's history is how the people hiding in the Secret Annex were discovered. Over the years there have been many publications about possible traitors, both employees and people involved with the Opekta company, as well as people from outside the circle. It has also

been suggested that the people in hiding may have been discovered by chance. However, none of these theories provides conclusive evidence, so the exact circumstances are unknown. It is important to consider that of the estimated 28,000 Jews in hiding in the Netherlands, approximately 12,000 were arrested, in particular as a result of betrayal. This was because the German occupiers paid a bounty for each Jewish person in hiding who was betrayed. It is also important to remember that the Secret Annex was located in the busy centre of Amsterdam, where a large number of homes overlooked the back of the hiding place.

Westerbork transit camp

After spending a few days in an Amsterdam prison, the eight people from the Secret Annex were transferred to the Westerbork transit camp in the Netherlands. By then, most of the Jews in the Netherlands had already been deported. As hiding was prohibited, the eight people from the Secret Annex were considered to be "penal cases" and ended up in overcrowded penal barracks where they had to work hard during the day. Anne, Margot and Edith worked in the battery department disassembling batteries, which was extremely hard and unhealthy work.

Auschwitz-Birkenau and Bergen-Belsen

The eight people from the Secret Annex were deported on the last transport to leave the Westerbork transit camp for the Auschwitz-Birkenau death camp in occupied Poland on September 3, 1944. Upon arrival the men were separated from the women. On Novem-

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ber 1, 1944, Anne and Margot were transported to the overcrowded Bergen-Belsen concentration camp in Nazi Germany. They were housed in tents, which were destroyed by a storm a short time later. Conditions in overpopulated Bergen-Belsen were wretched and chaotic. Margot and Anne ended up in barracks, starving and becoming weak and extremely unwell. While in the camp, Anne had contact a few times with a former friend, Hannah Goslar, who was in an adjacent section of the camp, separated by a high blinded fence. Hannah tried to help Anne by throwing food over the fence. Around the end of February, Margot died of typhus, followed a few days later by Anne Frank. Otto Frank was the only one of the eight people who had been in hiding to survive the concentration camps. His wife Edith died in Auschwitz-Birkenau on January 6, 1945 due to weakness and illness. Otto was in the sick bay at Auschwitz-Birkenau when Soviet troops liberated the camp on January 27, 1945.

Otto back in Amsterdam

In June 1945, Otto Frank returned to Amsterdam after a long journey. By then he already knew that his wife Edith had passed away. After he had received the news that summer that his two daughters had died in Bergen-Belsen, Miep Gies gave him Anne's diary papers. In 1947 the diary was published in Dutch with a title chosen by Anne Frank herself: *Het Achterhuis* (The Secret Annex). Otto Frank married Elfriede Geiringer, another Auschwitz-Birkenau survivor, in 1953, a year after he had moved to Switzerland. Until his death in 1980, Otto dedicated himself to the publication of the diary and the ideals his daughter expressed in it.

The history of the diary

“I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support”, is what Anne Frank wrote on June 12, 1942 in the diary she had received that day for her thirteenth birthday. Anne had a large circle of friends but lacked someone with whom she could share everything. For this reason, she wanted her diary to be that friend and named her Kitty.



The diary Anne Frank received for her 13th birthday.

A diary as a friend

Anne probably did not make up the name Kitty herself, but based it on a character in a popular girl's book series by Cissy van Marxveldt, which she enjoyed reading. Some of those books are written in letter form, as is Anne's diary.

During the hiding period, Anne Frank described daily life in the Secret Annex with keen powers of observation. The diary became increasingly important to Anne and a true friend to her. “That's why I always come back to my diary – I start there and end there because Kitty's always patient”, wrote Anne on October 30, 1943. Anne regularly clashed with the other people in hiding. The diary was her ultimate outlet for the tension and great pressure caused by being in hiding. However, she also used it to look critically at herself and the world. Anne went through a period of rapid development and described her personal search for who she was, who she

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wanted to be and what her place in the world was. In her diary she recorded her hopes, ideals and dreams for the future. Despite the difficult circumstances in which she lived, Anne Frank did not give up and dared to keep dreaming, not only about her own future, but also about a better world.

During the time in hiding, Anne grew from a young teenage girl into a young woman. She herself noted how much she had changed when she re-read her “old” diary on January 22, 1944: “I wouldn’t be able to write that kind of thing anymore. Now that I’m rereading my diary after a year and a half, I’m surprised at my childish innocence. Deep down I know I could never be that innocent again, however much I’d like to be. I can understand the mood changes and the comments about Margot, Mother and Father as if I’d written them only yesterday, but I can’t imagine writing so openly about other matters. It embarrasses me greatly to read the pages dealing with subjects that I remembered as being nicer than they actually were. My descriptions are so indelicate. But enough of that.”

Rewriting the diary

On March 28, 1944, Anne Frank heard Dutch Minister Gerrit Bolkestein on Radio Oranje from London, which is where the Dutch government fled to after the German invasion in 1940. Bolkestein called on people to keep letters, diaries and other documents to provide evidence after the war of what the Dutch had endured.

Anne decided to rewrite her diary on loose sheets with the aim of publishing it. One day after the broadcast, she wrote: “Just imagine how interesting it would be

if I were to publish a novel about the Secret Annex. The title alone would make people think it was a detective story.” Anne Frank set to work a few weeks later and soon harboured the dream of one day becoming a journalist and famous writer. She reread her diaries, rewrote large sections, omitted parts and added new texts. In a few months Anne managed to fill no less than 215 sheets. At the same time she also kept her “ordinary” diary. Anne Frank was unable to finish rewriting the diary. On August 1, 1944, Anne Frank made her last diary entry; three days later the people hiding in the Secret Annex were discovered. After their arrest, helpers Bep Voskuijl and Miep Gies found the diary papers on the floor of the Secret Annex. Miep kept them in her desk drawer.

Otto gets the diary papers

When Otto Frank returned to Amsterdam in the summer of 1945 and learnt that his two daughters had died, helper Miep Gies gave him Anne’s diary papers with the words: “This is your daughter’s legacy.” It took Otto some time to be able to read the diary because it was too painful. However, after gathering the courage to do so a few months later, he decided to publish the diary according to his daughter’s wishes. Because Anne was



Otto Frank in 1955.

unable to finish the rewritten version of the diary (version B), Otto used Anne’s original diary texts (version A) from March 29, 1944. He also sometimes added texts that Anne herself had left out

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during the rewriting, for example about her mother and her infatuation with Peter. Otto also included a few short stories that Anne had written. Based on this, Otto Frank created a typescript (version C), which he sent to family, friends and Dutch publishers. The latter were initially not interested, but eventually a company was found that published the book in the summer of 1947 with the title *Het Achterhuis* (The Secret Annex). The print run was small, amounting to just 3,036 copies.

Otto dedicates himself to Anne's ideals

For the rest of his life Otto Frank dedicated himself to spreading the diary and the ideas and ideals of his daughter. In 1979, a year before his death, he wrote: "Anne never spoke about hatred anywhere in her diary. She wrote that despite everything, she believed in the goodness of people and that when the war was over, she wanted to work for the world and people." Otto took this over from Anne as a duty. He answered thousands of letters from young people. At the end of his letters, Otto often wrote: "I hope that Anne's book will have an effect on the rest of your life so that insofar as it is possible in your circumstances, you will work for unity and peace."

Critical Edition and new trade edition

The various editions and translations of the diary regularly caused confusion and misunderstandings. It was for this reason that the National Institute for War Documentation in Amsterdam decided in 1986 to publish a scholarly, annotated and complete edition of Anne Frank's diaries. This includes the various versions of the diary (A, B and C). Two years later, Fischer

Verlag in Frankfurt published the Critical Edition in the German translation by Mirjam Pressler. Finally, in 1991, at the request of the Anne Frank Fonds in Basel, Mirjam Pressler created a new trade edition that also includes the passages Otto Frank omitted in 1947. This version is called version D of the diary.



Various editions of the diary of Anne Frank, which has been translated into more than 70 languages.

Famous

After the publication of the diary in Dutch in 1947, other languages soon followed. In the meantime, the diary has become one of the most read books in the world and has been published in more than seventy languages.

A stream of publications, feature films, plays, musical performances, exhibitions, works of art, educational programmes and other adaptations have been produced all over the world on the basis of the diary. The once concealed hiding place in the Secret Annex on Prinsengracht is now one of the most public places in Amsterdam. All over the world streets, squares and

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schools are named after Anne Frank and memorials to her have been erected. As a result, Anne Frank has become an icon, inspiring people all over the world in a variety of ways.

The Holocaust

Anne Frank and the Holocaust

"If it's that bad in Holland, what must it be like in those far away and uncivilised places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die?" (Anne Frank, October 9, 1942)

"Night after night, green and grey military vehicles cruise the streets. [...] No one is spared. The sick, the elderly, children, babies, and pregnant women – all are marched to their death the sick ... Everything, everything goes along in the journey to death. [...] I get frightened myself when I think of close friends who are now at the mercy of the cruellest monsters ever to stalk the earth. And all because they're Jews." (Anne Frank, November 19, 1942)

These two quotations from the diary show that, although completely cut off from the world in the Secret Annex, messages about the horrors in the outside world reached Anne Frank. When Fritz Pfeffer joined the people in hiding in the Secret Annex in November 1942, he told them about the round-ups and deportations in Amsterdam. The helpers and the radio were also a source of news that Anne Frank wrote about in her diary. Although the people hiding in the Secret

Annex assumed that Jews were being murdered in the east, they had no idea of the scale of the genocide taking place. With her diary, Anne Frank gives a voice and a face to the estimated six million Jews, including one and a half million children, who were deliberately and systematically murdered during World War II only because they were Jewish. This genocide is known around the world as the Holocaust, which is derived from the Ancient Greek word for "burnt offering". Others, particularly from Jewish circles, prefer the name *Shoah*, the Hebrew word for "catastrophe".

Historical background: antisemitism in Europe

Religious reasons

The Holocaust cannot be separated from its historical background, namely the centuries of hostility to Jews in Europe, which developed, in particular, from the beginnings of Christianity. This hostility and the negative views of Jews arose for religious reasons and were known as anti-Judaism. Jews were held responsible for the crucifixion and death of Christ, a myth that persists. Another myth is the belief that Christians have replaced and legitimately succeeded Jews as the chosen people, as a punishment for the Jews' failure to recognise the Messiah (saviour). This idea that Jews themselves are guilty of the discrimination and persecution they are subject to has also persisted. Throughout history, there have been numerous myths about Jews, for example that they used the blood of Christian children to make *matses* (flatbreads). During the plague epidemic and other disasters in the Middle Ages, Jews, who had lived as a small minority group throughout Europe since the Diaspora, were scapegoated, persecuted and murdered.

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Jews often had to live segregated from others, in separate neighbourhoods or ghettos.

Economic stereotypes

In addition to religious hostility, economic stereotyping emerged in the Middle Ages when Jews were associated with money and thrift and seen as usurers and swindlers. From 1139, Christians were not allowed to lend money with interest because it was considered sinful. As Jews were excluded from the guilds, money trading was one of the few professions they could practise. Yet it was only a small minority who made a living doing this.

Modern antisemitism

In the nineteenth century, thanks to the French Revolution, Jews in Western Europe became equal citizens, with the same rights and obligations as non-Jews. But emancipation and industrialization did not lead to the disappearance of anti-Jewish ideas, but rather to their revival. With the rise of “scientific racism”, which ranks people in terms of racial superiority and inferiority, a new form of hatred of Jews emerged at the end of the century. Judaism was seen as a race and Jews as *Volksfremde* (“aliens of the nation”). As a counterpart to anti-Judaism, which is prejudice against Judaism as a religion, a new term was coined and introduced for prejudice against Jews as individuals and as a group: antisemitism.

Jews were also seen as profiteers from capitalism, as well as from socialism and communism, with the supposed aim of taking over the world through revolution and conspiracy. Various developments in the first half

of the twentieth century in Germany created a breeding ground for a new rabidly antisemitic political movement: National Socialism.

Hitler and the NSDAP

When Adolf Hitler appeared on the scene, the situation in Germany was chaotic and, together with the NSDAP, he knew how to take advantage of the deep-seated antisemitism. World War I had been lost, national pride was wounded, and the world economic crisis was hitting the country hard. Many people were unemployed, poor and distraught. The political situation in the new democratic Republic of Weimar was unstable. Hitler promised to free Germany from its misery and played on antisemitic and nationalistic feelings, blaming foreign countries and minorities for the problems. His following grew and, as leader of the largest party, he formed a government in 1933. He replaced democracy with a dictatorship, which aimed to imbue the whole of German society with National Socialist ideas. Tens of thousands of political opponents, such as communists, were imprisoned in the first concentration camps.

Racial delusion

The Nazis believed that people could be classified into races. Their “race theory” was based on the doctrine that the world's population could be ranked by race in order of superiority. At the bottom were people whom the Nazis considered inferior, such as Jews, Roma and Sinti, Slavs, and Blacks. The German or “Aryan” race, as they called it, was superior. They claimed that the problems in Germany were due to minorities affecting the “racial

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purity” of the German people. It was the task of the German people of restore this “racial purity” by removing any “aliens of the nation”. In addition to the so-called inferior races, this also applied to people with physical or mental disabilities and homosexuals.

Expulsion of Jews

From 1933 to 1939, Nazi Germany's goal was to exclude Jews from society as much as possible and to force them to emigrate to another country. To this end, the Nazi regime gradually curtailed the rights of Jews. They were discriminated against, excluded, deprived of their livelihood and subject to violence. In April 1933, for example, the Nazis organised a boycott of Jewish shops throughout Germany, while a month later tens of thousands of books by Jewish writers and others that the Nazis deemed “un-German” were burned in public. The Nuremberg Race Laws of 1935 took away Jews’ citizenship and made them second-class citizens. Jews were henceforth forbidden to marry non-Jews. Rapidly spreading Nazi propaganda depicted Jews as vermin. On the night of November 9 to 10, 1938, the Nazis organized a pogrom, a brutal and violent attack on Jews. It was the worst escalation of terror since the Nazis had come to power. Across Nazi Germany, thousands of Jewish homes, shops and synagogues were destroyed and set on fire, about 100 Jews were murdered, and several tens of thousands of Jews were imprisoned in concentration camps. Due to the many shards of glass that littered the streets afterwards, this pogrom was called *Kristallnacht* (Night of Broken Glass). The situation became completely unliveable for Jews and a new stream of refugees began. From 1933 to 1939, approximately 250,000 Jews fled Nazi Germany.

Mass executions

After the invasion of Poland on September 1, 1939, which marked the beginning of World War II, just under two million Jews came under Nazi control. After the military conquest, special German units were sent into the country to deal with those the Nazis saw as their enemies. These included thousands of Jews, who were executed in the second half of 1939. Nazi Germany had a plan to deport Jews to a district in eastern Poland, as well as a plan to forcibly relocate Jews to Madagascar. Nazi Germany set up ghettos in Poland, where Jews were forced to live.

Ghettos were a key step in the Nazi process of brutally separating, persecuting, and ultimately murdering Jews. Life was miserable in most of the ghettos with inadequate facilities and forced labour. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centres.

After the invasion of the Soviet Union on June 22, 1941 special *Einsatzgruppen* (mobile killing squads) operated behind the front to kill enemies such as communist partisans and adult Jewish men. From the summer, the order to kill was extended to Jewish women and children. They were herded to quiet places outside a town or village and shot in mass executions. By the end of 1941, an estimated 900,000 Jews had been executed in the Soviet Union.

Genocide

Although the exact date is not known, historians assume that the decision to systematically murder the

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eleven million European Jews was made in the autumn of 1941. Initial preparations were started that same year. A few months later, on January 20, 1942, a conference was held in a villa on the shore of the Wannsee lake, on the outskirts of Berlin. Fifteen Nazi leaders discussed the gigantic logistical organisation of the genocide. Nazi Germany wanted to speed up the physical destruction of European Jews, among others by systematically murdering Jews in concentration and extermination camps (also referred to as “killing centres and death camps”) in “the east”. Everything had to be done in secret, which is why the reports used veiled terms, such as “transport”, “remove” and “resettle” the Jews.

Death camps

Hungarian Jewish children walking to the gas chamber in Auschwitz-Birkenau.

At the time of the Wannsee Conference in January 1942, Nazi Germany was already preparing for the mass murder of the approximately two million Polish Jews in the occupied part of Poland. An extermination camp was set up in Chelmno in western Poland in late 1941 for the sole purpose of killing people. Jews and also Roma suffocated in sealed lorries from the exhaust fumes of diesel engines. Other death camps were set up under the code name *Operation Reinhard*: Belzec (March 1942), Sobibor (May 1942) and Treblinka. (July 1942). Here the victims were murdered in gas chambers immediately upon arrival.

Auschwitz-Birkenau

During 1942, Jews from Nazi-occupied countries in Europe were also deported to death camps in “the east”. In overcrowded deportation trains made up of cattle cars, most went to the largest and most extensive camp, Auschwitz-Birkenau, which was actually a complex of camps. Located near the occupied Polish village of Oświęcim, it was both a concentration camp (from 1940) and a killing centre (from 1942), where murder was committed on an industrial scale in the gas chambers.

After the prisoners arrived at the platform of Auschwitz-Birkenau, a selection took place. Only men and women strong enough to work were permitted to remain alive for the time being. The vast majority of them died of starvation, disease or exhaustion within weeks or months. Auschwitz-Birkenau, which the Soviet army liberated on January 27, 1945, became the symbol of the Holocaust.

Death marches

In the last months of the war, with the Red Army advancing, Nazi Germany evacuated many concentration camps. Under terrible conditions, people who were still alive were forced westwards in death marches. They covered many miles on foot, with thousands of prisoners dying from disease, cruelty and exhaustion.

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Erasing traces

With Soviet troops advancing from the east and defeat looking imminent, Nazi Germany tried to erase the traces of their crimes in the final phase of the war. The remains of the death camps were destroyed and corpses from mass graves were burned. However, given the large scale of the genocide, the plan failed.

Other victims

Jews were not the only population group to be systematically murdered by Nazi Germany. Roma and Sinti were also purged from Nazi-occupied areas. Like Jews, they had suffered discrimination and persecution for centuries. In late 1942, the first Roma and Sinti arrived in Auschwitz and were housed in a special section of the camp, the so-called *Zigeunerlager* (gypsy camp). Estimates of the number of Roma and Sinti murdered range from 200,000 to 500,000 people.

While it regarded Jews as the priority “enemy,” the Nazi ideological concept of race targeted other groups for persecution, imprisonment, and annihilation. These groups included Roma and Sinti, people with disabilities, Poles, and Soviet prisoners of war. Nazi Germany also identified political opponents, Jehovah's Witnesses, male homosexuals, and so-called “asocials” as enemies.

Perpetrators

The murder of six million Jews and hundreds of thousands of Roma and Sinti was the result of a killing ma-

chine that was put into operation in order to murder as many people as possible in a short period of time. It was based on an extensive administrative system, usually carried out by people who, afterwards, often shrugged off any personal responsibility.

The main perpetrators of the Holocaust were the Nazis who conceived, organised and carried out the genocide. Their numbers ran into the hundreds of thousands. But across Europe, Nazi Germany found countless willing helpers who collaborated or were complicit in their crimes. Despite many trials taking place after the Nuremberg trials, which took place from 1945 to 1946 and where some of the main war criminals were tried, and the Eichmann trial in 1961, most of the perpetrators of the Holocaust remained unpunished.

Genocide in 10 stages: Stanton's model

The persecution of Jews and the Holocaust did not happen overnight. It was a process of purposeful stages devised and carried out by people, which resulted in genocide. The word “genocide” was first coined by Polish lawyer Raphaël Lemkin in 1944. Later on, he led the campaign to have genocide recognised as an international crime. The Genocide Convention was the first human rights treaty adopted by the United Nations on 9 December 1948. Genocide is the systematic and deliberate destruction (in whole or in part) of a people or a population group, on the basis of nationality, ethnicity, religion or race.

The American lawyer and founder of Genocide Watch, Gregory H. Stanton, distinguishes ten stages that occur in every genocide. He assumes that if the various stages

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are recognised in time and action is taken, genocide could be prevented. It is important to note that the different stages do not always form a linear process. They can run in parallel to each other, take place simultaneously and overlap. It goes without saying that the earlier phases always precede the later ones. As the process advances it becomes more and more difficult to intervene. While it is still possible to exert influence in the first stages, that possibility becomes smaller and smaller as the last stage approaches. Stanton's model shows how naming and classifying minority groups can lead to discrimination, exclusion, violence and genocide. Not every classification automatically leads to genocide, but every genocide is preceded by classification. For additional information see:

<https://www.genocidewatch.com/>.

THE TEN STAGES ARE:

1) Classification

In any society, people divide each other into groups based, for example, on origin, religion, age, etc. In this first stage, the problem arises when society is divided into "us and them" groups, with the "them" group being seen as the scapegoat. A minority group is blamed for problems, for example in times of economic crisis or other tension.

2) Polarisation

During this phase, groups are deliberately driven apart and set against each other. Through large-scale propaganda and targeted actions and campaigns, groups are increasingly separated from each other.

3) Symbolisation

The minority group is not only classified as such, but identifiable symbols are attached to the group, making people who belong to it instantly recognizable.

4) Discrimination

Using laws, measures and political power, the minority group is discriminated against and set apart. People of this group increasingly lose their (civil) rights.

5) Dehumanisation

The people who belong to the minority are no longer seen and treated as human beings. They are presented as and compared to animals, such as rats, insects and vermin. Propaganda tools play an important role here.

6) Organisation

Genocide is not only conceived but also purposefully organised, usually on the basis of a plan. This is only possible if the state obtains or enforces cooperation from officials, institutions and individuals.

7) Preparation

Before the killing begins, the genocide must be prepared. This involves first registering the victims, then locating them, and gathering them at deportation spots.

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8) Deportation

The victims are forcibly deported from the deportation spots to the places where they are systematically murdered.

9) Murder

Actual and large-scale killing takes place. The government, with the help of others, murders the victims, who are not seen as human beings.

10) Denial

The perpetrators deny the mass murder, often blaming the victims and destroying evidence.

Human rights

“I am now almost ninety, and my strength is slowly failing. Still, the task I received from Anne continues to restore my energy: to struggle for reconciliation and human rights throughout the world.”

This is what Otto Frank said in an interview shortly before his death in 1980.

Where do universal rights begin?

“In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the

places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

The above words are from Eleanor Roosevelt, wife of then U.S. President Franklin D. Roosevelt. She served as chairwoman of the United Nations Commission and, from 1946 onwards, oversaw the drafting of the Universal Declaration of Human Rights, which were proclaimed and adopted in 1948. Human rights can only be realised if people are aware of their human rights and if governments insist on their observance. Although rights cover most aspects of daily life, knowledge of human rights is often limited. This also applies to young people, who usually only know about a few human rights. The fact that human rights tend only to be in the news when they are violated certainly contributes to this.

The United Nations

The end of World War II marked a turning point in international attention to human rights. As a result of the horrors that had taken place, the need for an international statute on human rights was widely felt. The United Nations (UN) was founded on April 25, 1945 to ensure peace and security in the world through international cooperation. Within a short time, 51 members had signed the United Nations Charter. The ideal of the organisation is expressed in the preface of the charter: “We, the peoples of the United Nations [are] determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow

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to mankind". Now almost all the countries of the world, 193 countries in total, are members of the UN.

The charter of the new United Nations organisation took effect on October 24, 1945, known today as United Nations Day. All countries that become members of the UN pledge to abide by the Universal Declaration of Human Rights. As it is an official declaration and not legally binding, human rights were enshrined in various treaties in the 1950s and 1960s.

Unesco and Anne Frank's diary

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945. UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. With the Memory of the World Register UNESCO aims to contribute to the preservation of precious documents from archives and collections, including libraries, throughout the world. In 2009 the manuscripts of Anne Frank have been included in this Memory of the World Register. This underlines the importance and the message of Anne Frank's diary.

The Universal Declaration of Human Rights (UDHR)

In the United States, in 1941, U.S. President Roosevelt gave an important impetus to the international formulation of human rights with the proclamation of his Four Freedoms: freedom of speech, freedom of worship, freedom from want, and freedom from fear. What does a dignified human existence entail? What do people need

to achieve this? In what ways should governments be committed to this? How can people be protected from governments? The Commission, chaired by Eleanor Roosevelt, used these questions to draft the Universal Declaration of Human Rights. On December 10, 1948, the declaration, consisting of thirty articles, was adopted by the United Nations. (For an abridged version, see worksheet no. 9.2). The first article reads: All human beings are born free and equal in dignity and rights.

What are human rights?

Human rights are fundamental rights and freedoms for all people in the world irrespective of their nationality, gender, national or ethnic origin, race, religion, language or other status. Human rights consist of different types of rights: civil, political, social, cultural and economic. Human rights thus have a wide scope and are not, for example, only about the right to life, liberty and freedom of expression, but also about the right to participate in cultural life, to food, to a roof over one's head, as well as to work and education. All human rights are equally important and required to protect human dignity.

Two types of human rights

Human rights are usually classified into two types. On the one hand, there are civil and political rights, also called classic human rights, and on the other hand, there are economic, social and cultural rights.

The first category includes the right to life, to protection against physical violence, to freedom from torture, to due process, to equal treatment (non-discrimination),

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to freedom of expression, religion, association and assembly. The second category includes the right to work, to a decent standard of living, to security of existence, to strike, to education and to health care. Cultural rights in this second category include the right to participate and contribute to cultural life and scientific advancement.

Broadly speaking, the essential difference between these two categories is that the former call for government abstention with the goal of not infringing on the individual's privacy, while the latter require active government involvement. The latter require more of an obligation of effort than an obligation of result from the government. However, this distinction is only broadly correct. The observance of certain rights relating to freedom, for example, requires protective action on the part of the government, e.g. combating discrimination. And conversely, for example, the social right to strike requires government abstention.

Treaties

Since 1948, the UDHR has been included in many constitutions, and numerous international treaties have been concluded over the years, defining human rights more precisely and specifying which restrictions are allowed. For example, everyone has the right to freedom of expression, but you may not incite violence or discriminate against someone because of their religion or skin colour. There is a big difference between a declaration and a treaty: while a declaration is not valid as law, a treaty is legally valid if a country has signed the treaty.

Specific groups

In addition to the general, universal declarations and treaties, a need arose to strengthen the human rights of women, children, refugees and people with disabilities. This resulted in treaties that more precisely define what the government must do to improve human rights for these groups. In 1951, for example, the rights of refugees were regulated by the Refugee Convention. The Women's Convention followed in 1979, and in 1984 came the Convention Against Torture, which prohibits torture. On November 20, 1989, the United Nations adopted the International Convention on the Rights of the Child. This applies to children from birth until they are eighteen years old. The UN Convention on the Rights of Persons with Disabilities came into being in 2006.

Who controls the government?

The last article, number 30, of the UDHR states that no individual, group or government may do anything that destroys these rights and freedoms. Governments have an obligation to ensure that people can exercise their rights. Who, however, controls the government? In democratic countries, parliament controls the government. Independent judges can also control and correct the government. Unfortunately, in some countries, those in power determine how judges should rule and parliament is powerless.

Fortunately, there is also international monitoring. Many institutions are involved in monitoring human rights compliance. Committees of independent experts examine how a country's government ensures compli-

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ance with human rights. They study reports and handle complaints from individuals. Free media and investigative journalism are also important. In Europe, the European Court of Human Rights rules in legal cases where someone has filed a complaint against the government. The government must comply with this ruling.

Refugees

Then and now

After World War II, there was a significant problem of millions of often sick and malnourished displaced persons and refugees moving through Europe or living in camps. In 1950, the United Nations High Commissioner for Refugees (UNHCR) was created as a UN organisation with the goal of helping to repatriate these people.

According to UNHCR figures, more than 80 million people are currently on the run around the world. Since World War II, that number has never been higher. People flee because they are in danger. They leave their country in the hope of living safely somewhere else. People flee and leave their homes for numerous reasons: violence, war, persecution, natural disasters and poverty.

Human rights and the Refugee Convention

One of the articles (article 14) of the 1948 United Nations Universal Declaration of Human Rights deals with refugees: "Everyone has the right to seek and to enjoy in other countries asylum from persecution." Thus,

every person has the right to seek protection in another country and to receive such protection in the case of well-founded fear of persecution when such protection is not provided by his or her own country. The country where asylum is sought has a duty to determine whether the asylum seeker is in fact a refugee.

In 1951, three years after the UDHR was established, the UN adopted the Refugee Convention (with the official title: Convention relating to the Status of Refugees), which states that refugees and asylum seekers should not be sent back to a country where they are at risk. The approximately 150 countries that are signatories to the Refugee Convention are required to ensure that the convention is adhered to.

Refugees, migrants and asylum seekers

Although people flee for a variety of reasons, not everyone is officially a refugee. The terms refugees, asylum seekers and migrants are often used interchangeably and confused with each other, despite each having a distinct meaning. What are the differences?



2020: Refugees crossing the Mediterranean, seeking asylum in Europe.

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Refugees

A refugee is a person who flees his or her country of origin because of well-founded fear of persecution. Reasons for persecution may include race or nationality, religion, political opinion, sexual orientation or membership in a particular social group. A refugee cannot obtain protection against this persecution from the government in his or her own country. Well-founded fear means, for example, that someone has been arrested before and is in danger of being locked up again, threatened, or killed. Well-founded fear is also when someone is being seriously discriminated against. Examples of groups that may be at risk include ethnic or religious minorities, political opponents of a regime, and LGBT people.

People fleeing war are not automatically protected by the Refugee Convention. They are, however, usually received as refugees in the spirit of the Refugee Convention, which was the result of the flood of refugees after World War II. For UNHCR, the issue is that people do not receive protection in their own countries.

Migrants

People who leave their country due to poverty or for other economic reasons with the hope of a better life elsewhere are not refugees under the Refugee Convention.



Children in a refugee camp in Greece.

The clear difference between refugees and migrants is that the former are forced to leave their country and the latter usually leave on a voluntary basis. Although the situation of migrants is also often difficult, countries are not obliged to take them in. The starting point is that a migrant, unlike a refugee, has a choice and can safely return to his or her country of origin.

Asylum seekers

An asylum seeker is a person who has applied for asylum in a country and is waiting for a decision on whether the application will be approved. If, after investigation, they are found to be refugees they are given protection and a residence permit, if not, they must leave the country. Asylum is a human right and it is not permitted to simply send someone back at the border.

The Schengen Agreement

In 1985, the Schengen treaty came into force, with most of the countries of the European Union and a number of other European countries joining. This treaty means that people can move freely within the Schengen countries. People from outside the Schengen area are subject to visa requirements, and stringent checks take place at the external borders of the area. People talk about “Fortress Europe” because it is so difficult to enter Europe, partly because of the fences and barbed wire that have been placed along the borders. In this way Europe wants to prevent migrants crossing the border illegally without a visa. But it also means that Europe is virtually inaccessible to refugees by land. This is why people often attempt the long and

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life-threatening journey across the Mediterranean in rickety boats. They put their fate in the hands of people smugglers, who earn a lot of money from the great despair of others. Many people do not survive this harsh journey and drown at sea. Those who reach Europe end up in large and overcrowded reception centres, such as in Greece, where they have to wait for their asylum application to be processed. People who cross the Mediterranean by boat can be both refugees and migrants.

People on the run in figures

There are many different figures about refugees circulating on the Internet and in media. The UN Refugee Agency, the UNHCR (United Nations High Commissioner for Refugees), collects reliable figures, which can be found on the UNHCR website. (<https://www.unhcr.org/>).

In 2019, more people worldwide were on the run than at any other time since World War II. The UN Refugee Agency, UNHCR, calculated that nearly 80 million people were fleeing war and violence at this time, which represents one percent of the world's population. Developing countries host 86 per cent of the world's refugees and Venezuelans displaced abroad. In 2019, there were:

- 26 million refugees, i.e. people who had fled their countries.
- 46.7 million displaced persons, i.e. people who had fled their situation, but stayed in their own country. This shows that the vast majority of people do not cross borders.
- 4.2 million people who had applied for asylum in another country.

- a total of 3.6 million Venezuelans who had left their country.

Local reception

The majority of people who flee remain in their own country. When they cross borders, they tend to stay in the same region. The figures for 2019 are:

- 73% of all refugees were hosted in neighbouring countries of the refugees' countries of origin.
- 85% of all refugees were hosted in developing countries.
- 80% of those fleeing ended up in areas of high food insecurity and malnutrition.

Origin of refugees and countries of reception

Two-thirds (68%) of all refugees came from just five countries in 2019. Most refugees were from Syria, followed by Venezuela, Afghanistan, South Sudan and Myanmar.

The most refugees in that year (3.6 million) ended up in Turkey. This was followed by Colombia, Pakistan, Uganda and Germany. These countries all received more than one million refugees.

Most refugees are not located in Europe.

Developing countries host 86 per cent of the world's refugees and Venezuelans displaced abroad. Least Developed Countries provide asylum to 27 per cent of the total number of refugees.

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1: Preparatory lesson

Goals of the lesson

- Students prepare to watch the film.
- Students are introduced to the main characters in the film.
- Students know the basic facts of Anne Frank's history, the diary, and the time in which she lived.

Teacher preparation

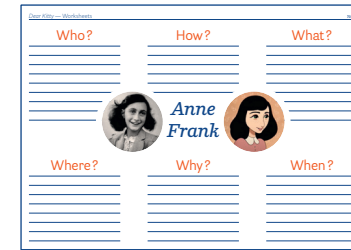
- Read the summary of the film on page 5-7.
- Watch the film.
- Read the background information on page 8-17.
- Read and review the worksheets you want to use with the lesson: *Anne Frank* mind map (worksheet no. 1), *Who is Kitty?* (worksheet no. 2) and *Who's who?* (worksheet no. 3)

- Print the worksheets for your students to use in the lesson.

Structure of the lesson

Introduction

Tell students that in the next lesson they will watch an animated film entitled *Where is Anne Frank*, which lasts 90 minutes. To prepare for the film, you and the class will explore what your students already know about Anne Frank, her diary, and the main characters from her life who play a role in the film.



 [Anne Frank worksheet](#) 1 page

The mind map (see Part 4, worksheet no. 1) is a good way to introduce a new topic and actively involve students. You can do this in the classroom in the form of a joint discussion or have students first answer the questions on the worksheet individually or in pairs and then discuss the results as a whole class.

Mind map

Present the worksheet on the IWB or copy the information onto the blackboard.

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→ Ask students what questions and answers come to mind when they think of Anne Frank. Write down the answers in keywords under the question words.

→ To get your students started, you can also formulate your own questions using the question words.

→ By the end of the assignment, make sure at least the following questions and answers have been addressed.

? Who?

- Who was Anne Frank?
- Who helped the Frank family go into hiding?
- Who else was hiding in the Secret Annex?
- Who betrayed the people hiding in the Secret Annex?

? What?

- What is the history of Anne Frank?
- What did Anne write in her diary?
- What kind of business did Otto Frank have?
- What happened after the arrest of the people in hiding?

? When?

- When was Anne Frank born?
- When did Adolf Hitler come to power in Germany?
- When did the Frank family flee to the Netherlands?
- When did Nazi Germany occupy the Netherlands?

? Where?

- Where was Anne Frank born?
- Where was Anne Frank in hiding?
- Where did Anne Frank die?
- Where is the diary now on display?

? Why?

- Why did the Frank family emigrate to the Netherlands?
- Why did Nazi Germany persecute Jews?
- Why did the Frank family have to go into hiding?

? How?

- How long were the people in hiding in the Secret Annex?
- How was Anne Frank's diary preserved?
- How did the lives of Anne Frank and the other people in hiding end?



📄 **Who is Kitty? worksheet** 1 page

With the help of the *Who is Kitty?* worksheet (see Part 4, worksheet no. 2), students get to know the main char-

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acter of the film; the imaginary friend to whom Anne Frank wrote her diary letters. In addition, this introduces the main lines of the diary's history, which are covered in the film.

Distribute the worksheet to all students and have them read it individually.

→ Then ask students the following questions:

- ? Why do you think Anne Frank wanted her diary to be a friend given that she had a large circle of friends and acquaintances? Why was Anne Frank happy to take her diary to the Secret Annex?
- ? What did Anne Frank mean with the following quote?

“That's why I always come back to my diary – I start there and end there because Kitty's always patient”, wrote Anne Frank on October 30, 1943.

In closing, if you wish, you can read the following quote by Anne Frank from June 20, 1942:

“I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom. I have family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem.”



 **Who's who? worksheet** 1 page

Finally, hand out the *Who's who?* worksheet (see Part 4, worksheet no. 3), on which the main characters from history are depicted with historical photographs and how they look in the animated film. If a person was not mentioned in the previous parts of the lesson, explain who he or she is. Students can review the worksheet before the film begins or use it as a reminder while watching the film.

2: Discussion of the film

Goals of the lesson

- Students formulate their opinions about the film.
- Students learn to substantiate their interpretation of the film.
- Students learn that their opinions and interpretations of the film may differ.

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Teacher preparation

- Read the background information section on page 8-28.
- Review and read the *Where is Anne Frank* worksheet. (see Part 4, worksheet no. 4).
- Print out the worksheet for your students.

Structure of the lesson

First response

After the film, first of all, have students give their reactions spontaneously. What did they think of the film? Did they find the whole film fascinating? Did they empathise with the main characters? Which scenes in the film did they find beautiful, funny, scary or moving? Which parts of the film do students think really happened and which parts did not? What did students not understand? What would they like to know more about?

The worksheet is titled "Where is Anne Frank" and is divided into five sections, each with a small icon and a set of horizontal lines for writing:

- What about?** (Icon: globe) "Summarise what the film is about here." (5 lines)
- Impressions** (Icon: film strip) "Name four things that impressed you the most." (4 lines)
- Past?** (Icon: calendar) "Think about the past era." (5 lines)
- Present?** (Icon: person) "Think about the present era." (5 lines)
- Message** (Icon: speech bubble) "The main message of the film is..." (5 lines)

Where is Anne Frank worksheet 1 page

Hand out the *Where is Anne Frank* worksheet and have the students start to work on structuring their thoughts

and forming an opinion. Here the students should summarise the film in a few sentences and see for themselves what made the greatest impression. In addition, they should differentiate between which topics, in their opinion, are related to the past and which ones to the present. Based on this, they then formulate what the most important message or lesson from the film is for them.

Discussion of assignments

After students have completed the five assignments, they discuss their findings in pairs before you discuss the results in class. You can do this by listing the different messages/lessons students have taken from the film, or, for example, by having students raise their hands to vote on whether they think the film is primarily about the present or the past, or both.

In doing so, you may refer to the end of the film if you wish. "I thought a lot had changed since Anne Frank", says Kitty as she threatens to burn the diary if the refugees are not allowed to stay. "I want them to be able to stay here as free people for as long as possible, that's what I want", states Kitty.

Closing

In closing, you can ask students (one of) the following questions:

- ? What did this film teach me?
- ? Which individuals in the film inspire me?
- ? What do I want to remember about this film?

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3: The world of Anne Frank

Goals of the lesson

- Students use the picture timeline to understand the chronology of the events covered in the film.
- Students use the timeline to discover how Anne Frank's "small" personal history was influenced by the events of "big" history.
- Students learn to critically examine and interpret historical photographs from the timeline.

Teacher preparation

- Read the background information section on page 8-21.
- Review and read the *Timeline – The world of Anne Frank* worksheet (see Part 4, worksheet no. 5).

The timeline begins with the birth of Anne Frank in 1929 and ends in 1960, when Otto Frank's former business premises become a museum and are opened to the public. The timeline contains the most important dates concerning the various subjects that play a role in the film, in chronological order: the history of Anne Frank and her diary, the events surrounding the persecution of the Jews, the Holocaust and the course of history from 1929 to 1945. Naturally, the timeline is anything but complete, but contains a selection of topics that are important for understanding the film. On the timeline, whenever possible, an event in Anne Frank's life is

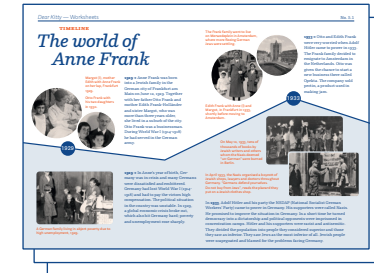
linked to a general event. You can link different assignments to the timeline, depending on the focus of your lessons.

- Review and read the *Choose a photo* worksheet.
- Print out both worksheets for your students.

Structure of the lesson

Timeline - The world of Anne Frank worksheet

Three assignments for the *Timeline – The world of Anne Frank* worksheet. Students work in pairs on these assignments, after which you collate the answers in class.



 *Timeline - The world of Anne Frank* worksheet
8 pages

Assignment 1

Hand out the above worksheet and have students work on the following questions: which events from the timeline had a direct impact on the lives of Anne Frank and her family? What happened and what was the consequence?

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- Students work in pairs on this assignment.
- The pairs look at the following years on the timeline: 1933, 1938, 1940, 1941, 1942, 1944, 1945, read the texts and write down their answer.
- Upon completion, collate the answers in class, asking one pair to provide their answers for each year, and then allowing other pairs to respond.

Assignment 2

Students work on the following questions: what events from the timeline played a role in the history of Anne Frank's diary? What happened and what did it mean for the history of the diary?

Students work on the assignment as described for assignment 1 and include the years 1942, 1944, 1945, and 1947 in their answer.

Assignment 3

In her diary, Anne Frank sometimes reacted directly to events outside the Secret Annex. Students work on the following questions: in her diary, how did Anne Frank react to events in the outside world? What happened and what was Anne Frank's reaction? What do you think this reaction says about Anne Frank?

Students work on the assignment as described for assignment 1 and include the years 1940, 1941, 1943, and 1944 in their answer. You can expand this assignment with the reaction of Margot Frank to the years 1940 and 1944.



 **Choose a photo worksheet** 1 page

Assignment 4

Hand out the *Choose a photo* worksheet to your students.

Instruct students to look at a photo on the worksheet and to read the text associated with the year on the timeline. They should then look carefully at the people depicted.

- ? Who do you see in the picture and what is happening?
- ? Who do you think took the picture and why?
- ? Choose a person from the photo and imagine what he/she is thinking, feeling and perhaps saying.
- ? What questions do you still have about this photo?

Students work on the assignment as described for assignment 1.

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4: Anne Frank in her own words

Goals of the lesson

- Using quotes from the diary, students get to know Anne Frank in her own words.
- Students learn what Anne Frank's thoughts, ideals and dreams were.
- Students are encouraged to think about how this relates to today.
- Students are inspired to think about their own ideals and dreams.
- Students learn to put themselves in the shoes of another person who played a role in the Secret Annex.

Teacher preparation

- Read the background information section on page 14-17.
- Review and read the *Anne Frank in her own words* worksheet (see Part 4, worksheet no. 7).
- Print the worksheet for your students.

Structure of the lesson



 *Anne Frank in her own words* worksheet 2 pages

Introduction

Tell your students that during the 25 months Anne Frank spent hiding in the Secret Annex, she wrote about many topics: everyday life, the fear of being discovered, and her hopes and longings for freedom. But she also examined herself, who she was, and how she saw her place in the world. Despite the difficult situation she found herself in, she did not give up. But what exactly did Anne write? Students are going to discover this through quotes from the diary. Hand out the *Anne Frank in her own words* worksheet and instruct students to first read the text under the photo of Otto Frank followed by the quotes from the diary. They then complete one or more assignments, which you discuss in class. The last assignment is a writing assignment, which you can set as homework.

Assignment 1

Students choose the quote that most appeals to them or that they think is most important and explain why.

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Assignment 2

Students read the two quotes under the heading *Hope* and answer the question about what Anne meant by this. They then consider whether hatred of Jews has ended or not and give examples to support their answer.

Assignment 3

Using the diary entries and the text under the photograph of Otto Frank, students decide what they think are Anne Frank's most important ideals and dreams. What is the status of her ideals today? Have they come true? They then formulate what their own dreams and ideals are.

Assignment 4 (homework)

We know about life in the Secret Annex primarily through the diary, which reflects Anne's perspective. But how would the others have experienced hiding? Anne's sister Margot, for example, also kept a diary, but it has been lost. What would she have written? Students choose another person from the Secret Annex (person in hiding or helper) and write a diary letter to Anne Frank or another person from the Secret Annex about one of the themes on the worksheet.

5: The Holocaust**Goals of the lesson**

- Students know the terms Holocaust and genocide and know that the Holocaust was genocide.
- Students know that the Holocaust was a process of stages that were conceived and carried out by people.
- Students learn to name and the 10 stages from Gregory H. Stanton's model and to apply them to the Holocaust.
- Students reflect on the different roles that people played that resulted in the Holocaust.

Teacher preparation

- Read and review *The Holocaust in 10 stages* worksheet. (see Part 4, worksheet no. 8).
- Read the background information in Part 2, page 17-21.
- For additional information see: <https://www.genocidewatch.com>
- Print out the worksheet for your students.

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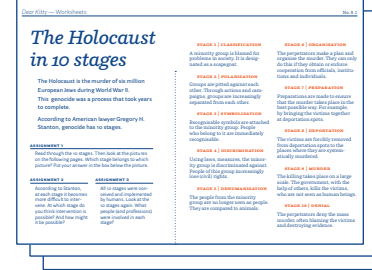
Introduction

Discuss with your students the concept of the Holocaust: the systematic and deliberate murder of six million European Jews during World War II (1933-1945). Include the history of antisemitism in Europe as articulated in Part 2, page 17.

Tell students that the Holocaust was genocide. Genocide is the systematic and deliberate destruction (in whole or in part) of a people or a population group, on the basis of nationality, ethnicity, religion or race. Explain that the Holocaust is not the only genocide in history and mention, for example, the genocide of the Armenians (1895 – 1923), the genocide of the Tutsi group in Rwanda (1994) or the Muslim Bosnians in Bosnia-Herzegovina (1995).

The Holocaust did not happen overnight. It was a process of purposeful stages devised and carried out by people and it resulted in genocide.

Explain the model by American lawyer Gregory H. Stanton using the background information from Part 2, page 21, and *The Holocaust in 10 stages* worksheet. Stanton summarised the process of genocide in a model of ten predictable, but according to him, not irreversible stages. His theory assumes that if you can predict the stages, genocide can be prevented. As more stages pass, the influence you can exert as a citizen becomes smaller and smaller. Tell students that the stages do not always take place one after the other, but can also run in parallel. Further explain that classification (stage 1) does not automatically lead to genocide (stage 10), but that classification always precedes genocide.



The Holocaust in 10 stages worksheet 3 pages

Hand out *The Holocaust in 10 stages* worksheet to your students. Have them complete assignment 1 in pairs. They read the 10 stages, find the right photo for each stage, and write the name of the stage in the box below the photo. Then discuss the results as a class.

Answers from assignment 1.

Photo	Stage
1	Classification
2	Discrimination
3	Preparation
4	Polarisation
5	Symbolisation
6	Deportation
7	Dehumanisation
8	Organisation
9	Denial
10	Murder

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Assignments 2 and 3

Students complete assignments 2 and 3 in pairs, and then reflect on the results in a class discussion.

Assignment 2

According to Stanton, at each stage it becomes more difficult to intervene. Students exchange ideas among themselves about at which stage it is still possible to intervene, how it could be done, and who or what is needed to do so.

Assignment 3

Students complete assignment 3 in pairs, reviewing the 10 stages again. The Holocaust was conceived and carried out by people. The main perpetrators of the Holocaust were the Nazis who conceived, organised and carried out the genocide. Their numbers run into the hundreds of thousands. But without the help and cooperation of many collaborators, the genocide would not have been feasible. Students consider which people (and professions) were involved in each step.

Closing

In closing, read aloud a quote from American Jewish writer and Holocaust survivor Elie Wiesel:

“There were three roles in tragedy: the killer, the victim and the bystander. And without that bystander, the killer would never have murdered so many victims. It is because of that indifference that we suffered.” Do your students agree with this? Ask your students who they think these bystanders were and what their possible

motives were for doing nothing and just watching. For example: people were bystanders because they agreed with the Nazis, people were too afraid to do anything, or people felt powerless or were too indifferent about what was happening to Jews.

6: Human rights and refugees**Goals of the lesson**

- Students are introduced to the thirty articles of the Universal Declaration of Human Rights (UDHR).
- Students know the historical background of the UDHR.
- Students know that there are different types of human rights.
- Students know that asking for asylum is a human right
- Students know the difference between refugees and migrants and know the different reasons why people flee.

Teacher preparation

- Read the background information in Part 2, page 23-28.
- Read and review the *Human rights for all* and *Fleeing for your life* worksheets. (see Part 4, worksheet no. 9 and 10)
- Print out the worksheets for your students.

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Structure of the lesson

 **Human rights for all worksheet** 5 pages



Introduction

Tell your students that after World War II Otto Frank worked for Anne Frank's ideals and human rights until his death in 1980.

- ❓ Begin the lesson with some questions to test your students' knowledge.
- ❓ What is the Universal Declaration of Human Rights (UDHR)?
- ❓ Can students name a human right?
- ❓ How many human rights are there and what are they about?
- ❓ When was the UDHR drafted and why then?

Then explain the background of the UDHR and its relationship to World War II, and explain the different types of rights. (On the one hand, civil and political rights, also called classic human rights, on the other hand, economic, social and cultural rights.) Finally, explain that the UDHR has been included in many constitutions since 1948, and many international treaties have been concluded over the years, defining human rights more precisely and for special groups. (For example, Refugee Convention of 1951. Followed by the Women's Convention of 1979, the Convention against Torture prohibiting torture in 1984 and the International Convention on the Rights of the Child in 1989). Finally, bring out the importance of holding authorities accountable when they violate human rights. Most countries are members of the United Nations and have pledged to abide by the Universal Declaration. However, the Universal Declaration is not a treaty, which means that if countries do not keep their promise, no legal action can be taken.

Assignments 1, 2, 3 and 4

Hand out the *Human rights for all* worksheet to your students. Students read the introductory text and complete the assignments.

The assignments can be done individually after which you discuss the responses in class and, where necessary, explain any articles from the UDHR that students do not fully understand.

To promote discussion among your class, you can also get students working in smaller groups straight away.

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Assignment 5 What does the cartoonist mean?

Note

The small man's different clothing and appearance evoke aggression in the three big men.

Those who are different can provoke aggression and face danger. The oppressors and the oppressed symbolise numerous situations.

It could be about skin colour, origin, disability, or religion, (political) views, sexual preference, or gender. It could relate to situations from the daily life of the students. Who is treated unequally, discriminated against or oppressed by whom? Why does this happen and where? At school, on the street, or at home?

Method

Students write down, individually or in pairs, what the cartoonist may have meant by the drawing and what the cartoon has to do with human rights. Then discuss the cartoon in class. The differences:

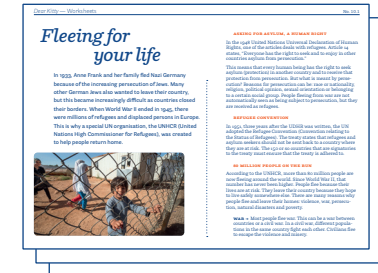
- the patterns on jacket and trousers of the three big men are the opposite way round to those of the small man. The big men are wearing neckties, while the small man is wearing a bow tie;
- the big men have little hair and are clean shaven, while the small man has long hair and a moustache;
- one big man is armed, and the other two are rolling their sleeves, while the small man is doing neither of these things.

The cartoonist makes it clear that deviating from the group can provoke aggression.

During the discussion, you may want to address concepts of discrimination, racism, and intolerance.

If you put the Universal Declaration of Human Rights next to it, it appears that a number of articles are relevant. For example: right to equal treatment, right to one's own opinion, religion and belief, plus the articles prohibiting torture and inhumane treatment.

This will enable you to provide a very specific explanation of the relationship to human rights.



Fleeing for your life worksheet 4 pages

Introduction

In this section of the lesson, you will take a closer look at refugees and human rights. In the film, students have seen Ava fleeing war with her family. Explain to your students that in the UDHR there is one article on refugees, namely Article 14: "Everyone has the right to seek and to enjoy in other countries asylum from persecution." Thus, every person has the right to seek protection in another country and to receive it if there

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is a well-founded fear of persecution, if their own country does not provide such protection. Reasons for persecution may include race or nationality, religion, political opinion, sexual orientation or membership in a particular social group. People fleeing war do not automatically fall under persecution according to the Refugee Convention. But they are usually received as refugees. People who leave their country because of poverty or other economic reasons with the hope of a better life elsewhere are not refugees according to the Refugee Convention. The country where asylum is sought has a duty to determine whether the asylum seeker is actually a refugee. The 1951 Refugee Convention states that refugees and asylum seekers may not be sent back to a country where they are in danger. Using the information from Part 2, (page 27-28) explain the situation in Europe: the Schengen Agreement and why people fleeing are crossing the Mediterranean in boats.

Hand out the *Fleeing for your life* worksheet. Students first read the text and then complete the four assignments, which you discuss in class afterwards.

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Worksheets

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